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ABSTRACT

Ten-year development plans of each of the eight campuses of the Universidad de Santiago de Chile, formerly called Universidad Tecnica del Estado, are evaluated, using content analysis. In addition to narrative descriptions, diagrams illustrate the features of each plan, which covers the period 1983-1993. Topics covered by the plans were grouped into 15 categories: campus organization; current programs, enrollments, faculty, and facilities; prior criteria for the planning process; economic resources; teaching; majors or career programs offered and costs; 10-year academic projections; the number of vacancies available for student enrollment in each major; job market; research; extension and community services; physical culture and recreation; physical plant; Chilean educational situation; and educational policies made by other institutions in drawing up their development plans. Charts show the results of the content analysis for each campus and for subcategories under each of the 15 categories. The depth to which each campus considered each item is indicated using a six-code scheme. This approach promotes comparisons among the campuses and assesses the needs of each campus. An important consideration is whether the subjects have been considered in a homogeneous way by every campus. (SW)

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UNIVERSIDAD DE SANTIAGO DE CHILE
DEPARTAMENTO DE PLANIFICACION

STRATEGIC PLANNING FOR INSTITUTIONS OF HIGHER EDUCATION: A CONTENT ANALYSIS FOR THE UNIVERSIDAD TECNICA DEL ESTADO PLANNING SYSTEM

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STRATEGIC PLANNING FOR INSTITUTIONS OF HIGHER EDUCATION: A CONTENT ANALYSIS FOR THE UNIVESIDAD TECNICA DEL ESTADO PLANNING SYSTEM

Dr. OSCAR KARADIMA *

INTRODUCTION

Planning and administration in institutions of higher education cannot be guided by the so-called "common sense laws," since only a deep and comprehensive knowledge of the current situation through self-study, institutional research, and evaluation allows us to have a good and timely diagnosis which is the first step in the implementation of plans and programs, and in the rational allocation of scarce resources.

At the end of 1983, each of the eight Universidad Técnica del Estado campuses presented a Development Plan for the 1983-1993 period to university authorities to take under their consideration.**

Each plan contemplated some items (e.g. organization, resources, teaching, job market) that were needed to group and organize by using the content analysis technique (Markoff et al, 1974: 1-58). This

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** The official name of Universidad Técnica del Estado (UTE) was changed to the Universidad de Santiago de Chile. The eight campuses that composed the UTE throughout the country, without considering the Santiago campus, were transformed into new colleges and universities in each of the corresponding cities. Thus, since 1981 Universidad de Santiago de Chile (USACH) has only one campus, in Santiago.

technique allows for an overview of the subjects that each campus considered. Furthermore, this technique may help to perform an evaluation of program planning by analyzing how deeply the items are considered, as well as by comparing the different campuses or schools that make planning projections in relation to the type of items that are taken into account and to what extent they are considered.

I have noted (1984: 22-27) that

> Planning is the analytical bridge between what we want the future to be, and how we perceive the present. It is well-known that the present shapes the future; however, the future, also, shapes the present. It is upon this rationale that planning exists. Planning is shaping the future under the present conditions. For this reason, and in order to predict the future in advance, we must have clear ideas about the future we intend to shape. Therefore, the process of planning requires a clear definition of the problem and its implications.
>
> A deficient or ineffective administration implies a deficient or nonexistent planning process, since planning should be the first step in a comprehensive and critical process, and not just a short-range remedy. Sprunger and Bergquist (1978: 8-9) stress that "planning should precede all other administrative functions."
>
> However, planners sometimes forget that strategic planning includes thinking about the future. In fact, quite often there exists resistance or sabotage in planning activities in higher education not only from the administrators and the faculty, but also from some planners themselves who do not really understand what planning means. Dressel (1981: 244) states that "planning has been quite unrealistic in giving primary attention to the inmediate need rather to the implications of present decisions."
>
> A plan's success or failure may be measured by comparing expectations to actual results. The more information we have about both instances, the better our analysis and planning will be.
>
> Institutional research and self-study about the present system and possible alternatives of administration and planning in colleges and universities are needed.

A fundamental aspect of every plan is that it must have its own structure which serves to orient it. As we are referring to

institutions of higher education, each campus or school may tailor individual development plans based on its own experience and prepared for its own conditions by its own planning office. Another alternative is that one integrated plan for the whole university (considering all campuses) is to be centrally prepared by the Planning Office, located in the central administration of the university. If, for example, the project contemplates the need to provide new classrooms or to institute new careers, how each campus takes these items into account will differ from campus to campus. One may find that it is necessary to build new classrooms, while another may concentrate on the creation of new courses or careers. The important point analyzed by this report is whether the subjects have been considered in a homogenous way by every campus. An analysis of this type not only maintains the basis for the preparation of plans and programs, but also contributes to a deeper analysis of the current situation, allows us to make comparisons as well as helps to assess the needs of each campus.

METHODOLOGY

Since the eight development plans (one from each campus) did not have any central scheme or project, it was necessary to read carefully every plan and examine the subjects considered by each campus using the technique of content analysis. Afterwards, it was necessary to group items and subjects that referred to the same topic. The items considered, grouped in fifteen different categories, are placed in rows in a double entry table, while the eight campuses are placed in columns in the same table. Appendix A shows a content analysis of the fifteen categories in which the item were grouped. Appendix B shows the codes used to show the depth by which each campus analyzed each item. A horizontal analysis of this table allows us to determine quickly the campuses that considered each item, while a vertical analysis permits us to see which items were considered by each campus.

Part one presents a brief analysis of the plan prepared by each campus. Part two analyzes the fifteen categories or subjects considered by each campus.

PART ONE

CONTENT ANALYSIS BY CAMPUS

THE ANTOFAGASTA CAMPUS

The Antofagasta Campus Development Plan is divided into two stages. The first stage, corresponding to the period 1983 to 1988, refers to building construction, implementation and faculty development. The second stage (1989 to 1993) refers to staff allocations and academic implementations. A general diagnosis of the campus and a summary of its history are presented, including the internal organization and functions of each constituent, a brief description of the courses offered, and the student enrollment. Information about the number of faculty, administrative personnel, teaching assistants, and the students academic performance is also included.

In the area of construction, the plan considers the relocation of the radio transmitter and its antena to a suburban zone; the closing of the campus perimeter; the construction of a large closed building for the maintenance department, the construction of a new building for the Departments of Mechanics, Mining and Chemistry; the construction of new laboratories, especially for the Departaments of Physics and Mines. It also contemplates the enlargement of the Departments of Electricity and Physics, as well as the acquisition of new instruments and specialized equipment for their laboratories. Although some specific data is provided regarding the area for these constructions, the plan neither gives enough data to support such constructions, nor information about cost analysis, type and amount of required equipment maps and budget estimates.

The continuation of some construction already initiated is foreseen for 1985, as well as the acquisition of new laboratory equipment and the of construction of a new building destined for the

Departament of Geomeasurements. However, cost analysis and the amount of equipment that should be acquired as well the need for acquiring such equipment are not indicated.

For 1984 it is hoped that all constructions and the acquisition of equipment started during the preceeding year will be finished. The plan also mentions the beginning of constructions of facilities destined for sports, for new classrooms and for the enlargement of the library. However analysis of estimated costs is not suggested.

Regarding the second stage in relation to the opening of new academic areas (e.g. Civil Engineering in Mechanics in 1985, Mines in 1986, Industrial Chemistry in 1986 and Electricity in 1986), it can be observed that the area of Mechanical Civil Engineering is the only one treated in more depth. For this field, the information provided is related to the existing human resources, the rationale for opening new courses in this major, analysis of costs, curriculum, organization, and the need for human and material resources. In the case of the other areas, the plan only mentions the willingness to open them, without giving further information.

THE COPIAPO CAMPUS

The Copiapó Campus Development Plan is divided in two periods, The first one corresponding to the years 1983 and 1988, and the second one for the period 1989 and 1993. Some constructions and academic projections are mentioned for both periods. It may be observed that some basic assumptions are established.

For the first period the campus proposes the construction of dormitory, a library, a building for the Department of Mines and a hangar-type building for the pilot plant. However, only the size and distribution of the area to be built is specified. No rationale for the need for these constructions is given nor is information about their actual capacity. Neither is a cost analysis given.

With respect to equipment, the need for various pieces of equipment for the laboratories of the Departments of Mining, of Geophysics and INDITEC is mentioned. However, the need for such equipment, their costs, types and amounts are not specified.

For the year 1984 the plan mentions the creation of a new major in Civil Engineering with ten semesters to replace the existing Engineering with eight semesters. By 1984, it refers to the closing of the major in General Pedagogy with eight semesters and to replace it with the major in Pedagogy with ten semesters. We may observe, however, that in the case of the opening of these majors, the plan only mentions their names and duration. Important aspects, such as the regional and national needs of these majors, their curriculum, their academic structure and costs that their creation and later operation would entail, are not considered.

A plan for faculty development in foreign universities for the Departments of Mines and Extractive Metalurgy is proposed. It is not stated, however, the exact number of faculty that would be benefited from such program. The plan does not mention that a need assessment for this training has been previously done.

For the second period, the construction of two dormitory buildings, new laboratories for geomeasurement, pedagogy and technical major as well as new buildings for the campus central administration are all projected. However, the need for such constructions, the area to be built, and a cost/benefit analysis are not indicated.

Regarding academic projections, the plan suggests that new majors be created according to the regional and national needs. It also suggests the creation of graduate studies in the fields of Mines and Metalurgy. It does not mention, however, which courses would be created nor is the need or rationale for their creation explained. Statistical data are not given, nor study plans, nor information as to available human resouces, initiation dates, or cost analysis.

THE LA SERENA CAMPUS

The La Serena Campus Development Plan proposes an annual agenda of activities between 1983 and 1993. The plan provides information about the present condition of the campus and proposes new construction and the creation of new majors or careers.

The plan refers mainly to three different aspects.

1.- The Current Campus Situation

The diagnosis of the current conditions of the campus focuses on the existing academic structure, the physical plant, the existing equipment and human resources. For all these aspects, numerical data are provided by major and department. It is noted that the supply of laboratory equipment satisfies the needs of the campus, with the exception of the Department of Mining which has a deficit of laboratory equipment. However, the type of material needed is not indicated.

Data and estimates are provided for the years 1983 to 1993 regarding admissions, and the distribution of human, physical and economic resources by career or major. These statistics allow us to appreciate what the proposed plan would demand if we only consider the maintenance of the present situation.

In relation to the human resources required by the plan, analyzes are made with some details such as the number of full-time and part-time faculty, administrative personnel, teaching assistants, research assistants and clerks.

2.- Constructions

A complete cost analysis is given for the period 1983 to 1993. This refers to investments in physical plants and in equipment

for each department of the campus. Even though investment costs are specified, more detailed information about the equipment currently used by each laboratory, its distribution and unitary cost are not provided. Neither was information about the rationale for the acquisition of new equipment provided.

With respect to physical plant or infrastructure, statistical data corresponding to the current capacity of the campus are given, as well as the need for their expansion. It can be noted that the need for the construction of the new dormitory and the sports center is stressed. However, regarding the construction of the new dormitory, reasons that make it necessary are not deeply studied. No information is provided about the current and projected capacities. The lack of a proper sports center makes its construction imperative. However, its possible location is not mentioned, nor are its probable size and facilities. Information about costs is offered both for the dormitory and the sports center.

3.- Creation of New Careers

The plan proposes opening the major in Civil Engineering in Civil Works (1984), Civil Engineering in Mechanics (1985), Civil Engineering in Mining (1985), Engineering in Metalurgy (1985), Architecture (1986), and technical majors such as in Bilingual Secretarial Studies and Tourism (1985). This plan is based on the expected future regional development in mining, road building and tourism. However, data about current employment indices in these fields in the same region is not supplied. Cost data on infrastructure and equipment that each of these new majors would demand is given. However, neither information about the amount of equipment nor the constructions that the opening of such majors would demand are specified. As for human resources, the plan analyzes information about the number of faculty, administrative personnel, teaching and research assistants, and professionals that would be required to start these new majors. This information does not include, however, an analysis of costs, allocation of human resources,

nor specifications of the academic degrees and professional titles that would be awarded.

Finally, no information abut the academic and administrative structure, curriculum and programas is given for any of the proposed new areas.

THE TALCA CAMPUS

The Talca Campus Development Plan divides its activities into short term projects (1983-1985) relative to construction, and medium term projects (1986-1993) relative to the creation of new majors and the closing of others.

For the short-range term, the plan contemplates the location in one building of both the central administration and the academic activities It also considers the construction of buildings for the Mechanical Engineering Workshop, for the Physics Laboratory and for the Library. The need for recruiting human resources to be in charge of the planning of the new majors is also considered as well as the need to maintain what currently exists in these academic fields. The new constructions that should be carried out to centralize all the campus activities in one center are indicated. However, neither the area that would be used nor the cost to carry out the relocation is indicated.

The capacity of the current laboratories is not given, nor the type, quantity and cost of the new equipment required.

The medium-range term project includes the creation of majors in Mechanical Engineering (1986), Electrical Engineering (1986), Business Administration (1986-1987), and Bachelor's degree in Physical Education and Mathematics (1986), Bachelor's degree of Differential Education (1986), General Teaching Certificate, and Bachelor's degree of History and Geography (1986). In addition, the plan considers closing the majors in Pedagogy in Mathematics and in Physics (1985).

The campus states that these propositions are related to the regional development needs based upon studies made by several organisms such as the Secretaría Regional de Planificación (SERPLAC), the Oficina de Planificación Nacional (ODEPLAN), the Corporación de Promoción Universitaria (CPU) and others. No conclusions of analyses made by the campus itself are given.

For the majors mentioned, information related to the number of students, and requirements of full time faculty, administrative personnel and number of assistants is specified. However, the possible curricula, the academic structure and the equipment required by these new majors are not specified. The criteria that should be considered to determine the need for human resources are not indicated either.

Finally, it can be observed that the plan does not go into depth on topics such as an analysis of costs, equipment and human resources.

THE CONCEPCION CAMPUS

The Concepción Campus Development Plan proposes that the campus should focus its attention in the areas of industry and construction without, however, giving any details about these areas.

This plan does not present concrete tasks nor does it go into depth in the topics that it suggets. Some data are given related to the current number of faculty, administrative personnel, and research and teaching assistants. Aspects related to the majors currently offered and future projections are not given in detail.

The plan proposes the development of infrastructure destined to strengthen the existing careers or areas of study. Information on the areas that should be built up and the cost of this investment are indicated.

The opening of new majors is not contemplated in the plan. However, the need to enlarge the campus facilities and physical plant is mentioned, without specifying programs concerning academic and physical issues. No map indicating the present and proposed locations is given.

It can be concluded that the work presented is not really a development plan, due to the fact that it lacks of a diagnosis of the current situation and of propositions for future projects, academic issues, equipment or the construction of new buildings.

THE TEMUCO CAMPUS

The Temuco Campus Development Plan provides some information about the current productivity situation in agriculture, industry, mining, hydroelectric energy and tourism. The information is given both at regional and national levels. Special importance is given to the lack of qualified human resources in each of these areas.

The plan makes an analysis of the campus with regard to the central administration as well as each academic departament. Information is provided about the majors offered, professional activities, the areas of influence, curriculum, academic and administrative personnel, student enrollment, square meters of available constructed areas, and future preojections.

This plan is divided into three-year periods in which the construction of classrooms, laboratory, library, nursery, auditorium, cafeteria and gymansium is projected. However, the rationale for their construction is not specified, nor are details about budget estimates given. The plan proposes the construction of a rural electricity plant where only its goals are given. It also proposes the installation of a computing center for the campus, but no specifications about costs or the possibility of a terminal installed in Santiago are given. The plan proposes the creation of a research center, but no indication about requirements of human resources,

infrastructure, equipment and costs is given. The creation of a center of educative technologies is mentioned, without giving further details.

Regarding academic issues the plan proposes, for the period of 1983 to 1983, the creation of new curricula for the existing majors considering the need for their adaptation to the present national situation. No specific models, however, are proposed. With respect to the creation of a new major in Civil Engineering in Electricity (1985) the plan does not study in depth issues such as academic structure, curriculum and costs. The plan also proposes the creation of new majors in Engineering in Industrial Processes, Engineering in Agriculture Production, and Engineering in Mining and Industrial Processes. However, criteria with regard to only regional and national development are mentioned. There is no explanation of important aspects such as the beginning of the courses, curriculum, academic structure, or human resources and infraestructure required.

THE VALDIVIA CAMPUS

The Valdivia Campus Development Plan bases its analysis on regional, national and international issues. This analysis serves as a basis for planning some initiatives in relation to the physical plant needs, equipment, academic projections and the opening of new areas of study or majors.

Several statements are made with respect to planning the development of the campus. They are in relation to teaching and research, requirements for administrative personnel, the internal academic structure, and equipment for teaching and research.

The need to clarify the goals of the plan as well as the essential mechanism for obtaining the desired outcomes are stressed. Emphasis is placed on the need for a diagnosis of the current situation in the academic and financial aspects, as well as on the analysis of employment opportunities on a regional, national and

international level. This analysis is made with the purpose of obtaining more information about perspectives of areas of study that are currently offered by the campus, as well as others that could be offered in the future.

Regarding the diagnosis of the present situation, information on majors offered, faculty and administrative personnel, student enrollment and the organization of the campus is presented. The need for a new academic structure for the campus is analyzed, as well as the opening of new majors for which certain basic criteria are discussed. The relationship between the student population and their academic achievements is considered in order to determine the needs of the physical plant.

The plan refers mainly to three different aspects.

1. Construction

In order to carry out the plan, the urbanization of the area where the new campus is being built is seen as necessary, as well as the reforestation of green grounds, provision of a navigable waterway, new sports fields and the construction of an iron bridge and dock. However, details related to costs that these tasks would require are not mentioned.

2. Academic Equipment

The plan refers to the need to equip some laboratories and a workshop. However, basic issues such as the area required for each of them, their exact location, the equipment necessary, a cost analysis and the rationale for such requirements is not specified.

The lack of audiovisual projection rooms, art classrooms, and regular classrooms is also mentioned. However, no clear information is provided on number, capacity, constructable areas, equipment and costs that the construction of each one of them would imply. The need

to have a computer center and the enlargement of the library is also considered. A good rationale is stated. However, issues such as the quantity of equipment and texts required, cost analysis, and the real capacity are not considered in great depth.

3. New Majors

The creation of new majors is proposed in Civil Engineering (specializing in Civil and Naval), Naval Engineering, Planning Engineering, Fishing Engineering, Food Preparation Engineering, Administration of Tourist Businesses, Technician in Welding, Technician in Plastics, Technician in Water Resources and Technician in Forestry.

However, further information about the curriculum is provided only for the areas of Naval Engineer and Civil Engineer. For the rest of the majors only the starting year is indicated. No reference is made to the academic structure needed by each, nor the human resources needs for faculty and assistants.

THE PUNTA ARENAS CAMPUS

The Punta Arenas Campus Development Plan insists that a work of this kind must be based on a studies at regional and national levels. A diagnosis is made of the development of the region in sectors such as forestry, marine resources, mining, energy, industry, tourism, education, health and commerce. It is stressed that the campus must do research on these sectors and form professionals to statisfy the regional needs.

Information is provided about full-time and part time faculty by department according to academic levels and degrees obtained.

The plan refers mainly to three different aspects.

1. Teaching Activities

Information is given about the majors offered. It is mentioned that about 75% of the graduates find jobs in the region itself. This implies that the regional market itself has absorbed a larger percentage of graduates than expected.

Creation of new majors in Teaching Technical Education, Special Education, Biology, Chemistry, Mathematics and Computer Science are proposed. Also Technical Training in Administration, Metal Structures and Industrial Equipments, Management of Chemical Factories, Fishing, Tourism and Nursing are proposed. With respect to the new majors proposed, both the relationship between national and regional needs, and the rationale for the creation of such majors are stressed. However, no details are given about important aspects such as the duration of each major, curriculum academic structure, cost anlysis, and the requirements for human resources.

2. Research, Faculty Development and Community Services

The need to study the regional situation is stressed, especially referring to coal, gas, flora, and sea resources. Economic and social feasibility studies are proposed to use these resources. However, only faculty needs are mentioned, without making a clear analysis of the projections of these studies. Analysis of the equipment needed, requirements of human resources and cost analysis are not made either.

It is mentioned that there are few possibilities for faculty development and further education in the campus itself. In order to solve this problem it is proposed that at least 40% of the faculty of each department continue graduate studies elsewhere. The creation of a summer school and worshops is also suggested.

Also proposed is the initiation of a major in Civil Engineering, and the speeding up of the Bachelor of Science in Applied Physics.

However, no information about dates, quantity of human resources required for these programs, curriculum, cost analysis, nor a description of these actvities is given.

With regard to community services, the plan proposes the opening of cultural workshops, summer schools, expositions, publications, teacher training program, and the starting of the university radio station. However, as in the previous cases, aspects related to human resources, needs framework, cost analysis, or description of activities are not presented.

3. Infrastructure and Academic Equipment

A complete plan for construction, clearly showing aspects such as the present capacity, future needs, areas that should be built as well as analysis of costs is presented.

Nothing concrete is mentioned about quality, quantity and cost of the equipment required. No data on the type and quantity of human resources needed are given either.

PART TWO
CONTENT ANALYSIS OF THE DEVELOPMENT PLANS ACCORDING TO SUBJETS CONSIDERED

As explained before, the plans were studied in such a way that it was needed to extract the fundamental aspects from each one and, then, rearrange them by using the technique of content analysis. In order to understand this report better, it is necessary to compare it with Appendix A which shows the items considered by each campus. The code described in Appendix B allows us to see to what extent the items were analyzed by each campus.

The items were grouped in the following fifteen categories.

1. CAMPUS ORGANIZATION

Only the Antofagasta, La Serena, Temuco and Valdivia campuses presented their organization charts. The Valdivia campus is the only one that proposes new academic structures and, therefore, a new organization chart stressing its advantages.

Only the Temuco campus refers in detail to the organization of administrative personnel, while the Antofagasta, La Serena and Valdivia campuses refer only in a very superficial way to this issue.

Almost no campus refers in detail to the cost required for the acquisition of equipment required by the plan. No details are given about which equipment would be obtained for laboratories and workshops.

Every campus provides good information in relation to laboratories and workshops. The best one is the Talca campus whose information allows a complete analysis. The library item is considered only to a certain extent by the Antofagasta and Concepción campuses, while the other campuses refer to it only on a superficial manner.

The Temuco, Valdivia and Punta Arenas campuses are interested in creating computer centers, while the Punta Arenas campus provides the best rationale for it. The Antofagasta campus indicates, in a quite superficial way, the possibility of creating a computer terminal connected with Santiago. The other campuses do not even mention this subject.

Only the Temuco, Valdivia and Punta Arenas campuses give a plan for physical facilities.

It can be concluded that the Talca, Temuco and Valdivia campuses treat the internal organization of the campuses in a deeper way.

2. CURRENT SITUATION OF THE CAMPUS

All the campuses, with the exception of Concepción, give information on existing majors and fields of study. The Temuco and Valdivia campuses stress weekly direct teaching hours considered in the curriculum of each career or major.

All the campuses, with exception of Copiapó, give some information about the number of professors. The Antofagasta, La Serena, Temuco and Valdivia campuses give more detailed information about administrative personnel. The rest of the campuses do not even consider this item.

The Antofagasta, La Serena, Temuco, Valdivia and Punta Arenas campuses give detailed information about number of students enrolled. The rest of the campuses do not give any information about this.

Only the Antofagasta, Copiapó, Concepción, Temuco and Punta Arenas campuses consider in detail aspects related to the library.

The existence of laboratories and workshops in each department is considered and treated in a very complete way by the Talca and

Valdivia compuses. The Antofagasta, La Serena, Temuco and Punta Arenas campuses treat it with less depth. The Copiapó and Concepción campuses do not mention this matter.

Only the Antofagasta, La Serena, Temuco, Valdivia and Punta Arenas campuses analyze in detail the topic of physical facilities. The item referring to classrooms, their capacity and area constructed is analyzed with some detail only by the Valdivia campus. The same item is analyzed with less detail by the La Serena, Temuco and Punta Arenas campuses.

Only the La Serena campus analyzes with some detail human resources needs. The other campuses treat this subject superficially.

The Punta Arenas campus refers in a quite deep way to university services for students (e.g. medicine, dentistry, dorms), while the other campuses do not even mention these aspects in their analysis.

3. PRIOR CRITERIA FOR THE PLANNING PROCESS

All of the campuses acknowledge the need for having established prior criteria to support academically their plans. The Valdivia campus mentions, although superficially, the largest number of such criteria. The Punta Arenas campus refers to fewer aspects, but treats them deeply.

While the Talca campus gives much more importance to the physical plant, the Antofagasta campus goes deeply into topics related to the level of teaching, the Temuco campus stresses topics related to cultural activities.

It can be concluded that in general, the campuses plans do not clearly explain academic criteria to support their planning and development projects processes.

4. ECONOMIC RESOURCES

Only the Concepción campus provides some data about economic resources needed for their development plan. The other campuses do not consider the economic resources or constraints, and refer to them only in a superficial way.

5. TEACHING

All campuses, with the exception of Concepción, consider this topic with different degrees of importance and depth. Every one offers detailed tables of teaching information and personnel requirements. However, only the Temuco campus refers in some depth to aspects such as defining the majors offered and the analysis of curriculum by each major or career.

6. MAJORS OR CAREER OFFERED

In general, all the campuses refer to this subject in different degrees of depth, giving some details about the costs of each major offered.

7. TEN-YEAR ACADEMIC PROJECTIONS

All the campuses, with the exception of Concepción, make a ten-year projection plan. The La Serena, Talca, Temuco, Valdivia and Punta Arenas campuses analyze with some depth the academic criteria adopted to support a ten-year plan. The Antofagasta campus proposes a new organization for the academic departaments. All the campuses, with exception of Concepción and Punta Arenas, give detailed information about human resource needs.

8. STUDENTS

The information about students refers mainly to the number of vacancies available for student enrollment in each major. The

students' academic achievement is analyzed with some depth only by the Antofagasta, La Serena and Temuco campuses. The other campuses consider this subject superficially, or do not refer to it at all.

9. JOB MARKET

The Temuco and Valdivia campuses treat the job market for their graduates at regional, national and international levels. The Talca campus analyzes some aspects, but superficially. The other campuses do not even consider this item.

10. RESEARCH

The Antofagasta, Copiapó, Talca and Concepción campuses do not give any information about this aspect. The La Serena campus treats some minor subjects, especially those related to personnel needs and the expliotation of minerals in the region.

11. EXTENSION AND COMMUNITY SERVICES

The Temuco and Punta Arenas campuses analyze aspects such as orientation, continuing education, cultural extension and faculty development courses with some depth. The other campuses do not even consider this subject, or do it superficially.

12. PHISICAL CULTURE AND RECREATION

Matters such as the equipment and new construction are analyzed with some degree of depth by the campuses. The Temuco campus gives the most information about these issues.

13. PHYSICAL PLANT

It can be observed that practically all the development plans give a great deal of information about the needs for physical plants,

new equipment or construction (e.g. classrooms, administrative offices, laboratories, libraries or other buildings).

14. CHILEAN EDUCATIONAL SITUATION

The Valdivia campus is the only one that mentions the need to consider the educational situation at elementary and secondary levels in proposing a development plan, without actually doing it. The Punta Arenas campus includes an analysis of the educational situation but only at a regional level.

15. EDUCATIONAL POLICIES CONSIDERED

The Antofagasta, Copiapó and La Serena campuses do not consider educational policies made by other institutions in drawing up their development plans. The Talca and Temuco campuses refer superficially to certain aspects related to educational policies. The Valdivia campus stresses the Chilean university policy, while the Concepción and Punta Arenas campuses use several official documents referring to their respective regions.

CONCLUSION

It can be concluded that there is limited homogeneity in relation to the aspects considered by each campus development plan. Not all the campuses considered the same aspects nor were aspects considered on the same level. Important aspects, such as the diagnosis of the current campus situation, cost analysis and budget estimates of future projects were not even treated.

There was a lack of a previous "model development plan" that could be followed by all the campuses, which could be adjusted by each campus and which would make it possible to make homogeneous analyses and projections. I hope that the effort made in this paper may serve as a starting point to propose a Development Plan for the Universidad de Santiago de Chile (formerly called Universidad Técnica del Estado).

APPENDIX A

UNIVERSIDAD TECNICA DEL ESTADO

CONTENT ANALYSIS OF THE UNIVERSITY CAMPUSES DEVELOPMENT PLANS

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
1. CAMPUS ORGANIZATION								
1.1. Current campus organization chart	3	0	3	0	0	3	3	0
1.2. Project for new academical structures	0	0	0	0	0	0	3	0
a) Advantages	0	0	0	0	0	0	3	0
b) New organization chart	0	0	0	0	0	0	3	0
1.3. Administrative personnel structure	1	0	2	0	0	4	1	0
1.4. Academic equipment	4	4	2	6	1	4	4	2
a) Laboratories and workshops	4	4	2	6	1	4	4	2
- Existing ones	3	4	2	2	1	4	4	2
- New ones	4	4	4	6	1	4	4	2
b) Audio visual rooms	0	0	2	0	0	2	1	0
c) Creation of a Computing Center	0	0	0	0	0	3	1	4
d) Art classrooms	0	0	0	0	0	0	1	0
e) Library equipment	4	2	1	2	4	2	1	0
- Enough	0	0	0	0	0	0	0	0
- Not enough	0	2	1	0	0	2	3	0
1.5. Terminal for the campus computer at the Universidad Técnica in Santiago	2	0	0	0	0	0	0	0
1.6. Historical background of the campus	3	3	0	0	0	0	0	0
1.7. Map of the campus	0	0	0	0	0	3	3	3
2. CURRENT SITUATION OF THE CAMPUS								
2.1. Existing majors	3	4	3	4	0	3	4	4
2.2. Curriculum by majors	0	0	0	0	0	3	4	0

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
2.3. Majors in extintion	0	2	0	3	0	4	4	2
2.4. Number of full-time faculty	4	0	4	4	4	4	4	4
a) By department	4	0	4	0	0	0	4	4
b) By academic degree	0	0	4	0	0	4	4	4
2.5. Number of part-time faculty	4	0	4	0	4	4	4	4
a) By department	4	0	4	0	0	4	4	4
b) By academic degree	0	0	4	0	0	4	4	4
2.6. Number of students registered	4	0	4	0	0	4	4	4
a) By department	4	0	4	0	0	4	4	0
b) By level	4	0	4	0	0	0	4	0
c) By major	4	0	4	0	0	4	4	4
d) 1979 only	4	0	4	0	0	4	4	0
e) Previous years	0	0	0	0	0	4	0	4
2.7. Number of administrative personnel	4	0	2	0	4	4	4	0
a) In academic departments	4	0	2	0	0	4	4	0
b) In administrative offices	4	0	2	0	0	4	4	0
c) In research activities	0	0	2	0	0	4	0	0
2.8. Campus situation	0	0	4	0	0	0	4	4
2.9. Library	4	4	1	0	4	4	0	4
a) Area	4	4	1	0	4	4	0	4
b) Atention capacity	6	0	0	0	0	0	0	0
c) Number of books and magazines	4	0	0	0	0	0	4	0
2.10. Laborarotories and workshops by department	4	0	4	6	0	4	6	4
2.11. Buildings	4	0	4	0	0	4	4	4
a) Number of floors in each building	0	0	2	0	0	0	4	0
b) Year of construction	0	0	4	0	0	0	4	0
c) Laboratories and workshops	4	0	1	0	0	4	4	4
d) Offices	4	0	0	0	0	4	4	4
e) Stairways and corridors	4	0	0	0	0	4	4	0
f) Individualization of the building	6	0	4	0	0	6	6	2
g) Bathrooms	4	0	1	0	0	4	4	4

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
2.12. Classrooms	2	0	4	0	0	4	6	4
a) Individualization	6	0	4	0	0	0	6	0
b) Attendance capacity	0	0	4	0	0	0	4	0
c) Square meters built	4	0	4	0	0	4	4	0
2.13. Warehouse and storage room	0	0	0	0	0	4	0	4
2.14. Analysis of human resources	0	0	4	0	0	0	0	0
2.15. University services	0	2	0	0	0	0	0	3
a) Medical service	0	2	0	0	0	0	0	3
b) Dormitories	0	2	0	0	0	0	0	3
c) Dental clinic	0	2	0	0	0	0	0	3
d) Required personnel	0	0	0	0	0	0	0	3
3. PRIOR CRITERIA FOR THE PLANNING PROCESS								
3.1. Common budget	0	0	0	0	4	0	1	0
3.2. Capital budget	0	0	0	0	4	0	1	4
3.3. Physical plant	4	2	4	6	4	0	1	4
3.4. Level of teaching	4	2	3	1	0	3	1	3
3.5. Level of research	0	2	2	0	0	3	1	3
3.6. Regional complementation	0	0	0	2	2	3	1	3
3.7. Relations with other universities	0	0	0	0	0	0	1	0
3.8. Campus priority areas	4	0	0	2	0	2	1	0
3.9. Regional analysis by sector	0	0	0	0	0	3	0	3
3.10. Faculty and staff development	0	2	0	0	0	0	0	3
3.11. Material resources	0	0	0	1	4	3	1	0
3.12. Development of creative, cultural and sport activities	0	1	0	0	0	4	1	3

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
4. ECONOMIC RESOURCES								
4.1. Historical study of the budget	0	0	0	0	0	0	1	0
4.2. Projections	0	0	0	1	4	0	1	0
4.3. Real expenditure in 1983	0	0	0	0	4	0	1	0
4.4. Expenditure financing	0	0	0	0	0	0	2	0
4.5. Criteria used for expenditure	0	0	0	1	0	0	1	0
4.6. Annual investments	0	0	0	0	0	0	2	0
4.7. Decennial investment	0	0	0	0	4	0	0	0
5. TEACHING								
5.1. Areas of specialitation	0	0	0	0	0	0	1	0
5.2. New careers	3	6	4	4	0	4	1	4
5.3. New curriculum	3	0	0	0	0	2	1	0
5.4. Teaching equipment	3	2	4	2	0	4	1	2
5.5. Need for new faculty personnel	4	2	4	4	0	4	1	0
a) Amount	4	2	4	4	0	4	1	0
b) Level and academic degrees	4	[illegible]	4	4	0	4	1	0
5.6. Need for other personnel	2	0	4	4	0	4	1	0
a) Clerks	0	0	4	4	0	4	1	0
b) Administrative personnel	2	0	4	4	0	4	1	0
c) Auxiliary personnel	2	0	4	4	0	4	1	0
5.7. Summary tables for teaching	3	3	4	4	0	4	4	2
a) Area	3	3	4	4	0	4	4	2
b) Discipline	3	3	4	4	0	4	4	2
c) Years of existence	4	4	4	4	0	4	4	2
d) Number of semesters	4	4	4	0	0	4	4	0
5.8. Definition of each major	0	0	0	0	0	3	0	0
5.9. Curriculum by major	0	0	0	0	0	3	0	0

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
5. MAJORS OFFERED								
6.1. Potencially competitive majors	0	0	0	0	0	0	2	0
6.2. New possible majors	4	2	4	4	0	3	1	4
6.3. Existing majors in the campus	3	2	3	4	0	4	3	4
a) In another universities	0	0	0	0	0	0	4	0
b) Quota available for students	4	4	4	4	4	4	4	4
c) Occupational market opportunities	0	2	4	3	0	3	2	4
d) Rationanale for maintaining majors	3	3	3	3	0	4	3	3
e) Rationale for upgrading majors	4	3	4	3	0	3	4	0
6.4. New majors in engineering	3	2	4	4	0	3	3	3
a) Rationale for the creation	3	2	3	3	0	3	3	3
b) Role of the alumni	0	0	2	0	0	3	2	3
c) Quota proposed	0	0	4	4	0	4	2	3
d) Costs	0	0	5	0	0	0	1	0
e) Relation with existing majors	0	0	0	2	0	0	3	0
f) Tentative curriculum	3	0	0	0	0	2	6	0
g) Actual location	3	0	5	3	0	3	3	0
h) Ocupational market	0	0	3	3	0	3	2	3
i) Resources needed	4	0	5	4	0	3	1	0
j) Majors requirements	4	0	3	3	0	3	2	3
7. TEN-YEARS ACADEMIC PROJECTIONS								
7.1. By majors	4	6	4	4	0	3	4	4
7.2. Adopted criteria	0	0	1	1	1	3	3	4
a) Academic achievement and number of graduate	0	0	4	3	0	3	3	4
b) Student population	0	0	0	0	2	4	2	4
7.3. Academic projection tables by	0	0	0	0	0	0	4	0
a) Number of graduates	0	0	0	0	0	4	4	4
b) Desired academic achievement	0	0	0	4	0	4	4	4
c) Necessary student quotas	0	2	4	4	0	4	4	4
d) Number of students	0	0	0	0	0	4	4	4
e) New students	0	0	4	0	0	0	4	0
f) Required human resources	4	2	4	4	0	4	4	0
g) Years of projection	4	2	4	4	0	4	6	6
h) Majors	4	6	4	4	0	4	4	6
i) Degree pursued	3	6	4	4	0	4	4	6
j) Duration	3	0	3	0	0	0	4	0

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
7.4. New structures for the academic department	3	0	0	0	0	0	0	0
7.5. Graduate studies for faculty	0	0	0	2	0	0	0	0
7.6. Creation of a Technology Centers	0	0	0	0	0	3	0	0
8. STUDENTS								
8.1. Criteria for selection	0	0	0	0	0	0	1	0
8.2. Scholastic score requirements	0	0	0	0	0	0	1	0
8.3. Student desertion	0	0	0	1	0	2	1	2
a) Historical percentage	0	0	0	0	0	2	1	0
b) Planned percentage	0	0	0	0	0	0	1	2
c) Causes	0	0	0	0	0	2	0	0
8.4. Students quotas by	4	2	1	1	0	4	4	0
a) Major	4	2	4	4	0	4	4	0
b) University	0	0	0	0	0	4	4	0
c) Campus	0	2	0	0	0	4	4	0
d) Region and city	0	2	0	0	0	4	4	0
8.5. Student academic achievement	4	1	4	1	0	3	1	4
a) Historical background	2	0	4	0	0	4	1	4
b) Future projections	2	6	4	4	0	4	1	0
c) Methods for improvements	0	0	0	0	0	3	1	0
8.6. Future quotas for students	0	4	4	4	0	4	1	4
8.7. Graduate student projections	0	0	0	0	0	4	1	2
9. JOB MARKET								
9.1. Regions and countries of occupation	0	0	0	0	0	4	2	4
9.2. Regional market	0	0	0	2	0	4	3	4
9.3. National market	0	0	0	2	0	2	2	0
9.4. International market	0	0	0	0	0	2	2	0

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
9.5. Sectors of ocupation by career	0	0	0	0	0	3	1	0
9.6. Professional needs by	0	0	0	2	0	3	1	3
a) Discipline	0	0	0	2	0	3	1	3
b) Regions	0	0	0	0	0	0	0	3
c) Student academic achievement	0	0	0	0	0	0	1	0
9.7. Percentage rate of alumni growth	0	0	0	0	4	0	0	0
10. RESEARCH								
10.1. Areas of specialization	0	0	0	1	0	4	1	0
10.2. Priority areas	0	0	0	0	0	3	0	3
10.3. Equipment	0	2	4	0	0	0	1	1
10.4. Requirements of academic personnel	0	0	4	0	0	0	1	2
a) Quantity	0	0	4	0	0	0	1	2
b) Academic level	0	0	4	0	0	0	1	0
10.5. Aditional personnel	0	0	4	0	0	2	1	0
a) Professionals	0	0	4	0	0	2	1	0
b) Administratives	0	0	4	0	0	0	1	0
c) Auxiliaries	0	0	4	0	0	0	1	0
10.6. Research orientation	2	2	0	0	0	3	0	3
10.7. Research made	0	0	0	0	0	6	0	0
10.8. Creation of research institutes	0	0	0	0	0	0	0	1
10.9. Relations with other institutes	0	0	0	0	0	0	0	1
10.11. Rooms for researchers	0	0	0	0	0	0	0	4

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Yal.	Con.	Tem.	Val.	P.A.
11. EXTENSION AND COMMUNITY SERVICES								
11.1. Equipment	2	0	2	0	4	0	1	4
11.2. Orientation	0	2	0	0	0	3	0	3
11.3. Teaching activities	0	0	0	0	0	3	0	3
11.4. Cultural activities	0	0	0	0	0	3	0	3
11.5. Faculty and staff development	0	3	0	0	0	3	0	3
11.6. Service offered to the community	0	0	0	0	0	3	0	3
12. PHYSICAL CULTURE AND RECREATION								
12.1. Equipment	0	0	2	0	0	4	1	2
12.2. Construction of sports areas	2	4	2	2	4	4	0	4
12.3. Students attended	0	0	0	0	0	4	0	0
13. PHYSICAL PLANT								
13.1. For academic purposes	4	4	3	4	4	4	1	4
13.2. For student purposes	4	4	3	4	4	4	1	4
13.3. For administrative purposes	0	4	3	4	4	4	1	0
13.4. Physical plants needs	4	4	4	6	4	4	1	4
a) Classrooms	2	4	4	6	0	4	1	4
b) Laboratories and workshops	4	4	4	6	0	4	1	4
c) Expected student population	0	0	4	4	0	0	1	3
d) Construction of sport centers	2	4	2	2	4	4	0	4
13.5. Equipment needs	4	4	4	1	0	4	1	2
13.6. Relation to students population	0	0	3	0	0	4	1	4

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
13.7. Required constructions	6	6	6	4	4	4	2	4
a) Investment criteria	4	0	4	0	0	0	2	0
- Historical	0	0	3	0	0	0	2	4
- Projection	4	4	4	6	0	4	0	4
b) Classrooms	2	4	4	4	4	4	4	4
- Current	2	2	4	0	0	4	4	4
- Required	2	4	4	4	0	4	4	4
- Square meters	2	4	4	4	4	4	4	4
- Fitnees or adaptation	2	4	3	0	0	0	4	4
c) Academic and administrative offices	0	4	4	4	4	4	4	4
d) Library	4	4	4	2	4	4	4	4
e) Laboratories and workshops	4	4	4	4	4	4	4	4
f) Areas for goods and services	0	4	4	2	4	4	4	4
g) University services	0	4	0	6	4	4	4	4
h) Student organization	0	0	0	0	0	0	4	4
13.8. Space requirements	0	0	2	0	0	0	1	0
a) For sports	0	0	2	0	0	0	1	0
b) Green areas	0	0	2	0	0	0	1	0
c) Streets, parking lots, etc.	0	0	2	0	4	0	1	0
14. CHILEAN EDUCATIONAL SITUATION								
14.1.Teaching orientation	0	0	0	0	0	0	1	0
14.2.Specialization	0	0	0	0	0	0	1	0
14.3.Quality	0	0	0	0	0	0	1	0
14.4 Level	0	0	0	0	0	0	1	0
14.5.Fitness	0	0	0	0	0	0	1	0
14.6.Deficiencies	0	0	0	0	0	0	1	0
14.7.Educational situation analysis	0	0	0	0	0	4	0	3
15. EDUCATIONAL POLICIES CONSIDERED								
15.1. Educational policy of the government	0	0	0	2	0	0	2	0
a) Document:"Eficiencia Económica para el Desarrollo Social"	0	0	0	0	0	0	2	0
15.2. Chilean university policy	0	0	0	0	0	0	3	2
a) Document: "Política Universitaria Chilena"	0	0	0	0	0	0	3	0

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
15.3. Universidad Técnica del Estado's Policies	0	0	0	0	0	0	2	0
15.4. Regional Strategic of Development, Maule Region, (SERPLAC)	0	0	0	2	0	2	0	3
15.5. "Costos de la Formación de Recursos Humanos Altamente Calificados." Corporación de Promoción Universitaria (CPU), 1973.	0	0	0	2	0	0	0	0
15.6. ODEPLAN Report, "El Mercurio" Newspaper, Santiago, August 8, 1978	0	0	0	2	0	0	0	0
15.7. Empresa Nacional de Petróleo (ENAP)	0	0	0	0	0	0	0	2
15.8. Secretaría Regional de Educación, Magallanes, XII Región	0	0	0	0	0	0	0	2
15.9. Instituto de Fomento Pesquero	0	0	0	0	0	0	0	2
15.10. Servicio Agrícola y Ganadero (SAG), Magallanes	0	0	0	0	0	0	0	2
15.11 Dirección General de Turismo, Magallanes, XII Región	0	0	0	0	0	0	0	2
15.12 Academic Projection of the Talca Campus	0	0	0	2	0	0	0	2
15.13 Annual Report, Punta Arenas Campus (1979)	0	0	0	0	0	0	0	2
15.14 Astilleros Marítimos (ASMAR)	0	0	0	0	0	0	0	2
15.15 Ordenanza General de Construcciones, Chile	0	0	0	0	1	0	0	0
15.16 Ley General de Urbanización y Construcción, Chile	0	0	0	0	1	0	0	0
15.14 Astilleros Marítimos (ASMAR)	0	0	0	0	0	0	0	2
15.15 Ordenanza General de Construcciones, Chile	0	0	0	0	1	0	0	0
15.16 Ley General de Urbanización y Construcción, Chile	0	0	0	0	1	0	0	0

ITEMS	CAMPUSES							
	Ant.	Cop.	Ser.	Tal.	Con.	Tem.	Val.	P.A.
15.17 Los Recursos Humanos y el Empleo en Chile. Oficina de Planificación Nacional (ODEPLAN), 1976	0	0	0	0	1	0	0	0
15.18 Plan Nacional Indicativo de Desarrollo. Oficina de Planificación Nacional (ODEPLAN), 1978-1983	0	0	0	0	1	0	0	0
15.19 Proyección de Población Total. Oficina de Planificación, Ministerio de Educación Pública, Chile, 1978	0	0	0	0	1	0	0	0
15.20 Planeamiento Físico del Equipamiento Escolar. Centro Metropolitano de Concepción. Sociedad Constructora de Establecimientos Educacionales, Chile, 1975	0	0	0	0	1	0	0	0
15.21 Normas Chilenas, Americanas y Alemanas de Construcción	0	0	0	0	1	0	0	0
15.22 Arte de Proyectar en Arquitectura, NEUFFERT	0	0	0	0	1	0	0	0
15.23 Plan de Desarrollo Académico, The Concepción Campus, Universidad Técnica del Estado, Chile	0	0	0	0	1	0	0	0

APPENDIX B

ABBREVIATIONS AND CODES USED IN [illegible]NDIX A

ABBREVIATIONS

The following abbreviations have been used to identify the eight campuses of the Universidad Técnica del Estado. The oficial name of this university was changed to the Universidad de Santiago de Chile. Also, the branches were transformed into new universities in each of the correspondent cities. Thus, the Universidad de Santiago de Chile now has only the Santiago campus.

ABREVIATIONS	NAME OF THE CAMPUS
Ant.	The Antofagasta Campus
Cop.	The Copiapó Campus
Ser.	The La Serena Campus
Tal.	The Talca Campus
Con.	The Concepción Campus
Tem.	The Temuco Campus
Val.	The Valdivia Campus
P.A.	The Punta Arenas Campus

CODES

The following codes have been used to show the depth to which each campus of the former Universidad Técnica del Estado dealt with each of the items considered.

CODES	MEANING
0	The item has not been considered by the campus.
1	The campus establishes that it is necessary to contemplate the mentioned item, but it does not go into a deeper analysis.
2	The item is considered and superficially treated by the campus.
3	The item is considered in a more profound way.
4	The item is considered in a quantitative way; information allows us the calculation of costs, resources, spaces, etc.
5	The item is quantified: costs are calculated, and budget analysis is made.
6	The item is considered, and each one of its components are enumerated.

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